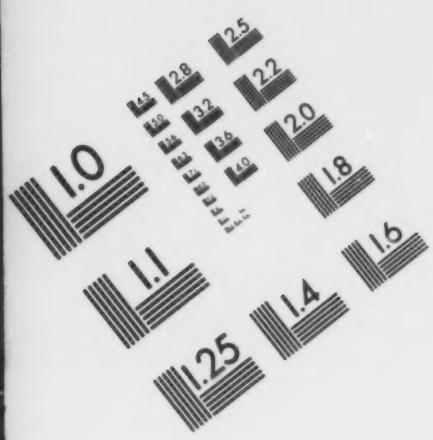

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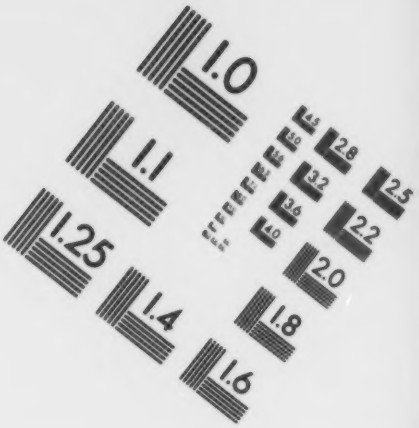

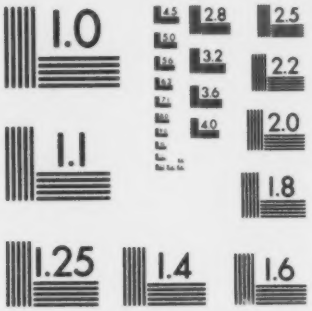

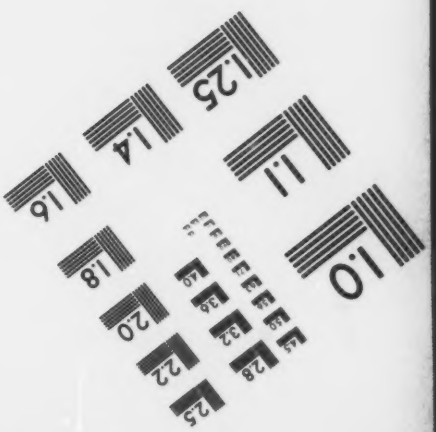

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ABSTRACT

Every dedicated educator should take the time to integrate the computer into the learning program of his or her classroom. Although studies have reported no significant differences in the achievement of word processing students, teachers using word processing in their classrooms are all enthusiastic about the results, especially regarding students' receptivity and response. Word processing does not teach writing, but it is an efficient tool which can be used effectively in the classroom. The best way for an educator to achieve a practical, working knowledge is to use the computer and word processing to write something that is very important. The educator who is integrating the use of the computer as a tool in his language arts classroom must remember that he or she is not teaching keyboarding but writing and must begin with a well organized plan. It is crucial that the teacher provide the same type of feedback and response that the students would receive when working with pencil and paper. Students have pointed out a variety of positive aspects of using the computer and do not perceive the assignments as being difficult when asked to revise using a computer. Writing is viewed as fun if they do it on the computer. Additional software that is like a workbook will be just as effective as a workbook. Providing this software will depend on time and funds. (Computer research findings, lesson plans, and sample pages of student work are included; 14 references are attached.) (MG)

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INTEGRATING COMPUTERS INTO THE LANGUAGE ARTS CURRICULUM

for

Fall Language Arts Conference
Indiana University
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November 8, 1990

CS212597

Experience is a great teacher but for an educator to be a great educator, he/she must first have an opportunity to learn. The majority of the educators in our schools today have not had the opportunity to learn how to use the computer as an effective tool in the classroom. There are a number of reasons for this but it is primarily the result of too much work and too little time to complete everything that needs to be finished everyday. Therefore, it is the responsibility of those of us who have been fortunate enough to have acquired experience in using the computer as an effective tool to share that knowledge. This presentation is the result of much time and effort being committed to the investigation and implementation of the computer as a tool in the Language Arts curriculum.

Information gleaned from a variety of learning/teaching experiences comprise the content of this document. The material was developed for use by the writer or colleagues, including a high school English department. All but one of the teachers in the high school English department were able to use computers successfully in their writing classes as a result of a project which included the investigation of their available resources and how to use them. The teachers had asked for a handbook which included lesson plans and a listing of their current resources. Lessons were modeled for the teachers as well as learning projects being designed. This project served as a springboard for other efforts to integrate the computer as an effective tool in the Language Arts curriculum.

The author has been able to incorporate the use of the computer as an effective tool in a variety of classroom settings. Summer school sixth and eighth graders were able to create articles

for a newspaper by working together. Severe Emotionally Handicapped (SEH) students were able to have a more positive attitude toward writing and to make changes in their writing products with less frustration. Middle school students have discovered a new joy in writing by using the computer as a writing tool. Basic skills college students have found rewriting to be less stress inducing and find major revisions of their essays to be a more acceptable idea. All of these experiences have helped create a very positive perspective toward the integration of the computer into the Language Arts curriculum.

A wide variety of software is available for use today, although choices and opportunity are often limited by dollars. Therefore it is the responsibility of the educator to make the wisest choice for the dollars spent. The first question is generally, what software is going to meet the needs of the largest number of students? Although evaluation of software can be a time consuming process, it is a necessay one. In Indiana educators have access to the Indiana Clearinghouse for Educational Technology. They have a wide variety of software that can be previewed, as well as several different types of computers. Therefore, the reviewer will generally have access to the type of software and computer that is used in his school.

Looking at word processing programs is the best beginning place for the English teacher, no matter what level is taught. A number of Language Arts software programs are on the market today and most of them are available for previewing. Word processing is a good choice to use when getting a computer writing program started. It is accessible even to young children. A look at

current research can help in determining what choices should be made in purchasing additional software for a Language Arts program.

Word processing is a part of the new technology that has become a part of our world because of the computer. Word processing software is available for all types of computers. The cost has been greatly reduced through public domain software, but even programs which are not public domain are affordable (Feldman & Norman, 1987). This means that even schools with limited budgets should have word processing available for use by students and teachers if they have computers. According to Henry Jay Becker (1987), 90 percent of all United States school children attend a school which owns at least one computer. Originally this computer was in the office for secretarial use or for the principal. Today computers are in most schools and are available on some basis to both teachers and students. Word processing software is generally one of the first additional purchases to be made. This means that word processing either is available or soon will be to most students in our schools whether the schools are public or private institutions.

Awareness of the impact word processing can have in facilitating classroom learning is needed. Word processing has an impact on student productivity in more than just the field of language arts, although language arts usage is the main focus of this paper. Word processing software is used for writing not only in language arts courses, but in most subjects. These include social studies, spelling, reading, math (word problems), health, science, and language arts. Writing a report of an experience or of material

gathered pertaining to a specific subject begins very early in the life of the learner. Even in kindergarten students are encouraged to tell stories by drawing pictures, and those students who have the language skills can use a word processor to create captions for these stories.

IMPACT ON ACHIEVEMENT

Does the use of word processing help students to be better writers than they have been when using the traditional pencil/paper method? Several studies have compared word processing to traditional writing methods to determine if the former makes a significant difference in student achievement. Although their results were similar, the studies involved different populations.

A study of fourth grade students using either the computer or paper and pencil was conducted by Schanck (1986). She determined that no significant differences were demonstrated between the two groups in either editing or revising. She used five measures of expectation: (1) willingness to revise and improve writing, (2) writing frequency and length, (3) typing ability as a problem, (4) learning transference from word processing to manual writing, and (5) word processing changing writing behavior.

Fitch (1985) specifically studied the effect of word processing on revision and attitude. Once again the two groups were divided into those who used the traditional method and those who used word processing. No improvement was demonstrated in student ability or attitude, but the type and amount of revision the students were willing to do was affected. The revisions of the students using word

processing were at a higher level than the revisions of the students using the traditional method.

Dalton and Watson (1986) developed a study to examine the effects of word processing on the holistic writing skills of seventh grade students. Low achieving students scored significantly better when using the word processing than they did when using the traditional pencil and paper writing method. But word processing was not effective for high ability students.

An investigation of the diffences that learning styles would have in the use of word processing as opposed to the handwriting method was done by Jackson (1984). The study used twelfth grade students in a public school. The data demonstrated no significant difference between the two groups' achievement. However, some descriptive data demonstrated differences between the two groups.

Finally, several studies have been done involving college students (Greenland & Bartholomew,1987; Giovanni & Miller 1984; and Cross & Curry, 1984). Although no statistically significant differences were found, positive differences were observed. These changes included the students' perception of the decreased amount of effort involved in the writing process and the students' willingness to work ahead. Giovanni and Miller found that the students had developed a better understanding of letter formatting when working with word processing. Although statistically not significant, a positive difference is implied.

WHAT TEACHERS SAY

The studies all report no statistically significant differences in the achievement of word processing students. This does not mean

that word processing does not have a valid place in the classroom. Teachers using word processing in their classrooms are all enthusiastic about the results, especially in students' receptivity and response (Collins & Sommers, 1985; Hawisher, 1986; Feldman & Norman, 1987; Bioarsky, 1988). It is important to keep in mind that the teacher is still very necessary in the teaching of writing. Word processing does not teach writing but it is an efficient tool which can be used effectively in the classroom. Young and Irwin (1988, p 651) have emphasized the key to success when using word processing:

> The most effective use of computer programs is not as stand alone lessons; teacher-student interaction is essential. Sensitive instructors are needed. Computers cannot teach people to read and write; the human element is essential.

Although the above stated research does not clearly support the positive impact of word processing it was used as a spring board for this writer's projects which have had very positive results. It is known that students with learning disabilities benefit from the use of word processing (MacArthur, 1988) and that students using it do make higher level revisions (Fitch, 1985). A teacher's input is necessary to help students use word processing as an effective tool. The extra effort spent to become acquainted with word processing will enable students and teachers to develop skill and familiarity with this marvelous tool. Word processing will have a positive impact on student writing.

Frank Smith in Insult to Intelligence (1986) has shared a wealth of information which provides feedback on what should and

should not be done with our present technology. The following is a summary of the points which are applicable to this disscussion.

> We learn every time we can make sense of something and this learning takes place continually and effortlessly. There are three basic points with which all educators should agree:
>
> 1. All children learn constantly, without the need for special incentives or reinforcement.
>
> 2. Children learn what is done by the children around them.
>
> 3. Children learn what makes sense to them.
>
> How much is learned by rote is a direct function of time and effort. When the learning is meaningful we learn much faster and without effort.
>
> Children learn best when they can help each other. This occurs through empowering opportunities which are personal, comfortably-paced, collaborative, (whether the collaboration is with a person or a machine) responsive and cooperative. Suggestions and offers are made and the result is growth, assurance and independence.
>
> Computers are a wonderfully creative tool if they are used to expand possibilities and to allow both teachers and students opportunities for working together and recognizing their potentials. Computers are as non-conducive to real learning as workbooks when used as a substitute for workbooks.

As further validation for the integration of the computer in the classroom, the research listed by Michael Behrman in Integrating Computers into the Curriculum (1988) deserves consideration. A listing of the key points from his book can be found in the appendix.

HOW TEACHERS INTEGRATE THE COMPUTER

The key to all good teaching is flexibility. The most carefully prepared lesson plans can be completely disrupted by a variety of things. This flexibility is essential when the educator is becoming acquainted with the computer and software that are available in the building or system in which he works. It will take time for the teacher to learn how to use the computer and the word processing software that is available within his situation unless he was fortunate enough to have received training for this equipment in his teacher training program. Even with training, a personal, practical working knowledge is necessary.

The best way for an educator to achieve a practical, working knowledge is to use the computer and word processing to write something that is very important. When enough value is invested in something, the time will be spent to learn how to finish it correctly. This approach helps the learning educator to develop a workable knowledge of the word processing software and that particular computer. At the time of this writing, the writer has personally used seven different types of computers and eleven different word processing programs.

Keyboarding skills can be a major handicap when using the computer. Practice is the key here as well.

The educator who is integrating the use of the computer as a tool in his language arts classroom must remember that he is not teaching keyboarding but writing. Therefore, although keyboarding skills should not be graded, appropriate skills should be encouraged. A discussion of how to do this is included in the next section.

It is essential that the educator has a well organized plan before he/she introduces the students to word processing and the use of computers as a writing tool. A basic lesson format is included in the appendix.

The students will need to have a heading to save the day's work under if they are expected to save their work. This should be written on the board as well as told to the students. Also, be sure that the students understand how to save their work. They will need to be reminded to save before quitting at the end of the period or day.

Once the students have the opportunity to work with the computers they will quickly become acquainted with the use of the software and comfortable with the computer as an effective writing tool. It is crucial that the teacher provides the same type of feed back and response that the students would receive when working with pencil and paper. Reading the students work over their shoulder and giving them immediate feedback allows for revising as they go. Asking questions to help them see what they are writing and if it is working is also useful.

An added plus to the use of the computer is the fact that it is an excellent cooperative learning tool. All members of a cooperative learning group can use just one computer. One member of the group can do the keyboarding and the rest of the group can monitor the writing and make suggestions as they go. Once everyone's ideas are saved, the group can go through the document and make revisions and corrections. This same approach may be used with the teacher at the keyboard and the whole class providing ideas for what is to be

written. Some suggestions for cooperative learning projects are included in the appendix.

The computer file folder fits into the portfolio concept. Dr. Roger Farr (1991) and other educators are strongly encouraging the use of the portfolio as a valid means of assessment. As the portfolio becomes a part of the student's progress reporting, the computer helps to facilitate this. Students can use folders to save their work in if they are using a computer with a hard drive. This helps in familiarizing them with the concept of saving work in a folder. An important bonus to this is the fact that they can wait until they have a quality product before it is ever seen in print as a hard copy.

WHAT THE STUDENTS SAY

Even though educators and researchers do not have statistically significant data, they believe that computers and word processing are working as effective tools for writing. It is necessary to know what the students think as well. An informal video tape was made which allowed the students to say what they felt about using the computers and doing their writing in a computer lab. Ninety-eight percent prefered the use of computers for writing. Students with learning disabilities, especially those with disgraphia problems, find the computer a much better writing tool than the pencil/paper approach. One student, who had not passed a single spelling test in almost two years, was able to pass his tests when using a computer.

Keyboarding skills can be a source of frustration for the student new to the use of a keyboard. Familiarity through practice will relieve the stress. This can be done by providing the students with a paper keyboard that guides the fingering. The students can

take these home and practice with them. This provides access to a keyboard for all students rather than just the ones who are able to have a typewriter or computer in their homes.

One SEH student was given a paper keyboard to begin practicing on over Thanksgiving break. When he came to class the next Monday he could type the complete alphabet correctly without looking at his hands. It took time for him to develop speed but he was accurate and willing to work. This student generally preferred to spend class time asleep on the floor but became an active participant in class when he could use a computer to do his work.

One seventh grade student was overheard saying, "I feel just like Doogie Howser," when he started using a computer to do his writing. Any time a student is made to feel like a genius is a plus in education.

Another benefit of the computer that hadn't occurred to the writer was the students' delight with not having papers to keep track of. (After the students shared this thought, I recognized that I also appreciated the decreased number of papers I had to manage.) They much prefer saving their work on the computer. This is particularly true with middle school students who often have a hard time just keeping themselves where they need to be.

The students also pointed out that their papers aren't messy when they use the computer. Erasures do not show when a writer can just cut and paste. They do not mind redoing work when it is done on the computer. They also do not perceive the assignments as being as difficult nor have as negative of a response when asked to revise when using the computer. Writing is viewed as "fun" if they

do it on the computer. Even basic grammar review exercises are perceived as easy when they are completed using a computer.

CONCLUSION

The very positive feedback from the students should encourage any educator, who has the opportunity, to spend the time and prepare to use the computer in the Language Arts classroom. Students have been known to go without lunch or activity time to be able to use the computer to complete an assignment. They are willing to make the sacrifices necessary to produce good work. It is the educator's responsibility to provide them with the tools and the opportunity.

The computer is a part of our present day world. It is here to stay until something better comes along. Every dedicated educator should take the time to integrate this tool into the learning program of his or her classroom.

The choice of providing additional software besides the word processing will depend on time and funds. Software should be chosen with care. Software that is just like a workbook will be just as effective as a workbook. Spend the time to decide what you will use before any purchase is made. There are a variety of ways to preview software whether you have a center in your state, or order it from the publisher. Find out what is possible in the area of your residence, and then do it.

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Parallel Findings of Computer Research Studies
with
Nonexceptional and Exceptional Children and Youth

from: Behrman, M. (1988) *Integrating Computers into the curriculum.* Boston: College Hill Press.

- ☐ When computers are used, students tend to learn the material in less time.
- ☐ The use of computers seems to result in increased attention, motivation, and time on task.
- ☐ The general effects of computer instruction are similar regardless of the type of software used. This does not imply that the quality of individual software is not a factor, but rather that one category of software has not consistently been found to be superior to others.
- ☐ Exceptional as well as nonexceptional learners tend to view the computer in the instructional setting quite positively.
- ☐ Drill and practice are the most frequent type of programs used. These programs are most useful with lower ability students.
- ☐ Higher ability level students appear to benefit the most from use of computers in terms of the amount and diversity of learning attained. This would appear consistent with the learning characteristics of this group.
- ☐ Using computers appears to more easily provide education to students who have typically been difficult to reach and teach.
- ☐ Computers are helpful in reviewing previously learned material. This may be a very significant factor in mainstreaming settings.
- ☐ The most effective use of computers is when they are used to supplement other instruction.
- ☐ Use of computers leads to better social interaction when students work jointly than when they work in isolation or when they work in traditional ways with traditional instruction.

Lesson Plan

1. Explain task
2. Explain tools
3. Tell them what to save the assignment as (this should be on the board)
4. Send to computers
5. Reaffirm the task
6. Check to be sure students are on task
7. Have students save their work
8. Shut down
9. Print only when they have a product they need to proofread or a final copy that is ready for grading

OBJECTIVE:

Students will be able to use the editing features of PFS: Write (DOS version) to write and edit a research paper.

MOTIVATION:

In today's world computers are a vital tool in both the home and the wok place. Your teacher is allowing you the opportunity to learn more about the flexibility of computers by having you use word processing to write your research papers. The ease with which text can be edited and totally rearranged on the computer with the use of word processing software makes writing a much simpler task than it has been in the past. The terrors of spending hours typing and then making a typo and having to restart over are gone. Also, if your teacher asks you to rewrite it is much easier because you can just load your diskette and make the corrections, even if it means moving paragraphs, with a minimum of effort.

PROCEDURE:

1. Use motivation.
2. Pass out diskettes.
3. Load PFS: Write.
4. Put document diskettes in second drive.
5. Pass out PFS: Write manuals.
6. Have students write a paragraph on the computer.
7. Just write a short paragraph. Do not worry about typos. When you finish you can go back and make corrections.
8. First have the students practice moving the cursor around their text.
9. Have the students make corrections as needed. Have the students practice the editing moves with the text they have on the screen one step at a time.
10. Now tell students to check what they have on the screen and see if it is the way they want it. If it is then they can save it or clear it.
11. Use the exit.
12. Collect the manuals and diskettes.

MATERIALS:

diskettes
PFS: Write diskettes
PFS: Write manuals
PFS: Write reference manual

EVALUATION:

Students will eventually be able to produce clean print out of their research essays.

COOPERATIVE WRITING LESSON PLAN

The students should be divided up into groups of four. As nearly as possible a balance of student abilities should be represented in the group. The students should be given a paper with a specific description project on it.

Tell the students that you want them to come to an agreement about who they are going to describe. Remind them to be sure that they chose someone that each person knows at least one thing about.

Have the students choose a person to act as scribe, and tell them that since there are four people in the group they need to share at least four different pieces of information in the description. They should first just brainstorm to discover what facts they know about the individual. After they have down as many facts as they can think of, they need to determine the best order to use in putting the facts together. If possible, they should write the description without using the person's name. The final statement should serve as a clue which will tell the reader who it is that has been described.

After the students finish writing, have each group share their description and have the rest of the class see if they can guess who is being described. Each group should write down who they think the other groups are describing. After all of the groups have read their descriptions, have each group then tell who they described. The students will enjoy finding out if they guessed correctly.

This is a fun exercise which helps the students practice thinking and writing skills. Also, it is ideal for helping students learn to work together cooperatively.

WRITING A DESCRIPTION

Brainstorm among the members of your group and choose a well-known person that you all know something about. Choose one individual in the group to act as secretary. Pool your collective knowledge to write a description of the person. End. the description by naming the person.

Week one, sixth period we will learn PFS: Write and the students will be in two groups. Each group will chose one person they want to write a letter to and then write the letter. They should be able to produce a clear, grammatically correct letter by the end of the week.

Week one, seventh period we will learn PFS: Write and the students will work in groups to write short stories for fifth and sixth graders. You will check with the Elementary teachers to see how many copies of the book will be needed.

Week two, sixth period the students will be in two groups and will write a short story telling about a particular incident. It will be either fact or fiction.

Week two, seventh period the students will start on mini-group-research. They will find answers to a question they are all interested in and compile a report. They will spend two weeks on this and have a clear, corrected copy ready from each group by the end of the two weeks.

Week three, sixth period students will be in two groups. They will explain something that they are interested in. They will produce a well written copy by the end of the week.

Week three, seventh period students will have finished their reports by the end of the week and have clean copies from each group.

PROCEDURE:

1. Pass out needed material for computers.
2. Check to see if anyone has questions about what to do.
3. Answer questions as needed.
4. Have students start up PFS: Write
5. Pass out description projects and explain.
6. Allow students 15-20 minutes to write descriptions.
7. Have students share descriptions.
8. Help students save descriptions on document disks as we will use them tomorrow.
9. Shut down and collect materials.

PROCEDURE

1. Pass out materials.
2. Have students load and then get the document they saved yesterday.
3. Have students use the dictionary to check what they wrote yesterday.
4. Have students save the improved version.
5. Have students now proof-read their descriptions for any errors in mechanics.
6. Have students save again.
7. Pass out activity disks and have each group do a different one of the activities.
8. Have students shut down.
9. Collect materials and answer questions as needed.

Computers:

Software listing,

Word Processing

PFS: WRITE - doc and prodos

helpful guides

(If you think this handwritten page doesn't look so great, think how a hand written paper versus a printed paper might affect student assignments.)

SAMPLE PAGES OF STUDENT WORK

Oct 31, 1990
Language Arts
Period 1

I am thankful I.....

I am thankful theres only half days thursday and friday. I'm thankful I am realy going to try in this class.

When Dad was a student, he got along well with other people

1.
2. pour
3. cereal
4. overdue
5. principal
6. serial
7. principle
8. patients
9. patiance
10. idol
11. dying
12. navel
13. overdo
14. stationary
15. alter
16. idle
17. stationery
18. pore
19. altar
20. naval

Crazy Cake

Sports
athletic, fun
baseball, crosscountry,tennis
healthy, tiring, talent, competition

October 31, 1990
Language Arts
Period 1

I am Thankful I...

I am thankful I only have 2 more days of school! Also that today is Halloween, because I always get in a really wild mood on Halloween! Plus the next 2 days of school are HALF-DAYS!!!

1. When Dad was a student, he got along well with other people.

1. dyeing
2. pour
3. cereal
4. overdue
5. principal
6. serial
7. principle
8. pationce
9. patients
10. idol
11. dying
12. naval
13. overdo
14. stationary
15. alter
16. idle
17. stationery
18. pore

Crazy Cookies

1 Cup of Rhonda's giggles, add 3T. of Heather's attitude,then add a pinch of Melissa's craziness, now mix all of that together and you should get about 1 cup and about 4 T. of Jan's laughter ,now you are all finished!

Halloween
scary, crazy
costumes, candy, fun
wild, smoothe, unusual, cool
odd, freaky, different
funky,silly
Holiday

Billy Colman, lived in a little town that was'nt very big at all . Billy and his father went hunting but Billy didn't have a gun anyway he wanted some hunting dogs ,just not any hunting dog a coon dog. They were the best hunting dogs around. Billy didn't have enough money to have a dog and neither did his parents . He went down to a pond to look around when he found a Fisherman's Magazine. As he skimmed through it he came upon an add that read :Coon dogs for sale $25.00 each: .Billy ran home after waiting a long time to get a dog . But he didn't have enough money .So he cut the add out and started saving his money .He would sell bait to fisherman and blueberrys at his grandfathers store and do odd jobs just to get money. After two years saving his money he finally had enough money for 2 dogs.

He went to his grandfathers store and had then ordered but he had to go to Kentucky to get the dogs.When he returned home he began to teach them to hunt coons. For years he tought them .After a couple years they were ready for hunting in big contests .Since Billy didn't have enough money to actualy aford shoes he did'nt have enough money to get in to contest. Billy's father decidedto pay Billy's first contest. Which he won that on and many more and became one of the many great coon hunters.

THIS BOOK IS BY WILSON RAWLS

10-10-90

Dee Ann, my 9-year-old sister, is the person whom I'm writing about. I chose Dee Ann, because I knew that she would be willing to answer my questions with good answers.

Dee Ann's most memorable trait is that she's funny. If I weren't Dee Ann's sister,though, I probably wouldn't know that she was funny. I would be more apt to think of her as quiet and shy, because her being funny usually only shows up when she's around family members.

Dee Ann is 4 '4 and has blonde hair and green eyes. She tries to treat others as she'd like to be treated. Dee Ann does all sorts of funny things. She makes funny faces and weird noises. One of the funny things she does is that she acts like she's running from someone, and she looks back at the imaginary person with the face of a frightened person. Dee Ann also shrugs and makes a funny face as she does it. I know that these things probably don't seem funny to you, because they're hard to explain to someone. You just have to be there for it to be funny.

When Dee Ann does something funny, others respond by laughing. After people laugh at something she does, she tries to think of something else that's funny. She wants everyone to laugh even more.She gets embarrassed, too, though, when people laugh at her.

I am thankful we are going to have half days of school .

When Dad was a student , he got along well with other people.

dyeing
pour
cereal
overdue
principal
cerial
principel
patiant
idol

dying
nevel
overdo
stationery
alter
idel
stationary
pore
olter
navel

night
tired, quiet
sleeping, mumbling, snoring
dawn,waking-bummed, streching
grumpy, rising, ready
afternoon, eating
night

Leaves are a very stupid because your parents make you rake them and are tracked into the house and then your parents also make you clean the house.

advise
umpire
advice
empire
conscious*
effect
concious*
affect
decade
accept
decayed
except*
decent
descent
precede*
proceed
recent
alley
ally
resent
80. Teresa completly logical
81. listen laugh
82. laugh amusing synonyms
83. sympathy amuses synonyms
84. romp rest antonyms
85. throwing cathing antonym

Writing Topic:

Leaves are starting to fall down and that means that I have to rake them up. When you have to rake four places to rake that have trees all over them gets kind of tiring.

advise
umpire
advice
empire
conscious
effect
conscience
affect
decade
accept
decayed
except
decent
descent
precede
proceed
recent
alley
ally
rescent

I am thankful I . . .

I am thankful I am getting to have half days Thursday and Friday. Less time at school means less homework and more time to relax. (I hope that it means that, at least it should, I think.) I am looking forward to having a day to rest.

1.When Dad was a student, he got along well with other people.

1.dyeing
2.pour
3.cereal
4.overdue
5.principal
6.serial
7.principle
8.patients
9.patience
10.idol
11.dying
12.naval
13.overdo
14.stationary
15.alter
16.idle
17.stationery

18.pore
19.altar
20.navel

Monday
early, tired
dark, bustling, busy
routine, simple, awake, eager
relaxed, ready, quick
lazier, forgetful
Friday

You need 2 tablespoons of Jan's cheerfulness, 1 cup of Cindy's laughter. Also add a pinch of Natalie's